

UTILIZATION OF NON - FORMAL EDUCATION APPROACHES IN CURTAILING BOKO HARAM INSURGENCY IN NIGERIA

Abdulhamid Dahiru M.ed (Adult And Non – Formal Education)

PhD Student, Bayero University, Kano – Nigeria.

Abdulhamidikara@gmail.com

Abstract

The Boko Haram Insurgency Phenomenon is one of the greatest havocs facing the security in Nigeria that led to the backwardness in the country's well-being Educationally, Religiously, Socially, Economically, and otherwise, which need to be curtailed. This Paper discussed the Concept of Non – Formal Education, Evolution of Boko Haram and Its causes in Nigeria. Some of these causes are; Religion bigotry, Radical perceptions of some halve – berk scholars, Weaknesses of some students ability in western education, Effort of the enemies of the Northern region progress, Government carelessness, Poverty, And the Conspiracy of the western world. The Paper prescribes the Non – Formal Education Approaches for curtailing Insurgency and Boko – Haram Phenomenon in Nigeria, these includes; Negotiation and Dialogue, Conscientization, Mediation, Sensitization, And Advocacy for Peace, Campaign. In addition, the Paper made some recommendations which emphasised that; Government and Private Organisations should incorporate Non – Formal Education approaches as the basic elements for curtailing Insurgency and Boko – Haram phenomenon, and this should be integrated in the school curriculum at all levels, Establishment of Ant- Insurgency Awareness Centres that will be running Capacity Development Programmes like ; Organising Seminars, Workshops, Symposiums, and Conferences for Religious leaders and Community stakeholders on peace and tolerance. That, Government should revised the National Policy on Education, That, Government should championed Borders control and Band all source of Funds of any suspected Organisation Advocating Insurgency, That, Religious Scholars and Leaders should harmonise themselves in fighting Insurgency, That, Government should provide Employment Opportunities for the Youths, And That, Government and Nigerian Citizens should be conscious on the Conspiracies of the Western World the 3rd World Countries like Nigeria. The Paper concludes with the notion that if Non – Formal Education Approaches will be properly applied, Insurgency and Boko – Haram Phenomenon will be curtailed in our Communities, States and the Nation at large.

KEYWORDS ;Non – Formal Education, Non – Formal Education Approaches, Boko Haram, Insurgency.

INTRODUCTION

Insurgency phenomenon began since time immemorial in the world history by looking at the Ancient and Medieval periods of the world history. However, the Modern insurgency can said to be started in Europe as the result of the end industrial revolution from 1870 – 1914, as well as the second world war in 1939 – 1945. Modern insurgency tries to create conditions that will destroy the existing government and make an alternative revolutionary government acceptable to the population (Encyclopedia Britannica). Rudolph (2016), opines that insurgency hence forth become a global phenomenon which includes; Paraguayan People's Insurgency, FARC insurgency, Communist Insurgency in the Philippines, South of the Thailand Insurgency, Northeast India insurgency, Afghan Insurgency Houthi Insurgency, in Yemen, Iraq Insurgency, Katanga Insurgency, Al-shabab Insurgency in Somalia, and Boko Haram Insurgency respectively in Nigeria.

Nigeria commonly adjudged as the "Giant of Africa". No doubt, the African continent has witnessed drastic socio political transformation between the periods 1960 to date Ironically, since Nigeria become an independent nation on October, 1st 1960, she has been confronted with series of socio - political challenges. Notable among these, is religions Fanatism. This, in recent times, is encapsulated in grave religions insurgency, manifested in the "Boko Haram" challenge Omomia (2015). Added to this, Akinbi (2015), assert that, the state of insecurity engendered by Boko Haram insurgency in Nigerian especially in the North – Eastern part of the country is quiet worrisome, disheartening and alarming. Terrorist attacks of the Boko Haram sect have resulted in the killings of countless number of innocent people and wanton destruction of properties that worth billions of naira through bombings. More worrisome however is the fact that all efforts of the Nigerian government to curtail the activities of the sect have not yielded any meaningful positive result. Thus, Boko Haram scourge remains intractable to the government who appears helpless in curtailing / curbing their activities. The dynamics and sophistication of the Boko Haram operations have raised fundamental questions about national security, governance issue and Nigeria's corporate existence. Therefore, if non-formal education approaches will be adhered to the Boko Haram insurgency phenomenon, it will be curtailed in Nigeria.

CONCEPT OF NON - FORMAL EDUCATION

In the views of coombs (1973), non – formal education means on organized systematic educational activity carried on outside the framework of the

formal system to provide selected types of learning to particular sub-groups in the population. Also, Harbison (1973) cited in Ngwu (2006), emphasized that, non-formal education and training encompasses the entire range of learning processes and experiences outside the regular, graded school system. Halilu A. (2018), opines that, non – formal education is an education outside the framework of formal educational system and entails a variety of programmes including adult literacy programmes, extension education, recreational education apprenticeship skill acquisition programmes and cooperative education. Nzenri (2006), lamented that, non – formal; education is a reliable tool for inculcation of social action. Non – formal education is a learning strategy that offers ideas, knowledge and skills outside the conventional schooling process (ofogwardOmoruyi in Onooruyi and Abey – Fashae 2015).

GOALS OF NON – FORMAL EDUCATION

Unicef (2010), Outlined that; Non - Formal Education has been defined as any Organized learning that takes place outside the formal school system for out – of school children, youth adults. Its objectives includes:

1. The provision of access to education to the less privileged members of society for better productivity;
2. To equip the less privileged with literacy skills that would make them effective in their various communities as they carry out their day – to – day socio-economic and political activities.
3. To inculcate in the target groups, the value of education similarly, the National Policy on Education (FGN, 2013): specifies the following goals for the promotion of mass literacy, adults and non – formal education in Nigeria:
 1. Provide functional basic education for adults and youths who have never the advantage of formal education or who left school early;
 2. Provide remedial and lifelong education for adults and youths who did not complete secondary school;
 3. Provide further education for different categories of completers of formal education system to improve their basic knowledge and skill; and
4. Give the adult citizens of the country the necessary aesthetic, cultural and civic education for public enlightenment. More so, Non – Formal Education is characterized with; well planning and no need of any school system, a participatory learning and system, it is open ended educational system, no need for structured course and curriculum; Age, time and curriculum flexibility; involvement of both public and private sector, in the

process; It is not necessary to conduct exam on regular basis; credentials like: certificate and awards are not necessary to be awarded; And self learning is appreciated.

EVOLUTION OF BOKO HARAM IN NIGERIA

Book Haram insurgency is not the first major group attacks or militancy attacks that have faced the Nigerian government. Different sects or groups had arisen in Nigeria with little or real militancy approach in prosecuting their different objectives. There includes: the Maitatsine Islamic fanatic sect in North - East and North - West Nigeria in 1980s, Odua People's Congress (OPC) in South - West Nigeria in 1990s, Bakassi Boys also in 1990s and Movement for the Actualization of Sovereign State of Biafra (MASSOB) in South -East Nigerian and Niger - Delta militants, from South - South Nigeria (Aro,2013).

Literarily, Boko Haram refers to; "Western education is prohibited" which is the belief the sect emphasized. Even through, Western education was rejected by the early Hausa natives since 1930s - 1970s but, they never wage war against the then Government in the name of religious holy war. In regard to the when was Boko Haram started in Nigeria, there is no Consensus among scholars on the actual time that Boko Haram emerged in Nigeria but, some scholars traced the origin of the sect to 1995 with LawalAbubakar as its founder (Uzodike&Maingwa, 2012). However, the Boko Haram Movement founded by Muhammad Yusuf in the North - Eastern Nigeria is Officially recognized by its members as; Jama'atuAhlus - Sunnah Lid -Da'awatiWal Jihad, (People Committed to the propagation of the prophet's teachings and Jihad). With the sole aim of establishing an Islamic State. The sect become militant until 2009 when its leader was captured by the men security force and was later found dead. Since then the sect in pursuit of their ideology, have engaged in arson, bombing, shooting, stabbing with disdain and impunity, targeting important national events, public institutions, markets and abduction of girls - students i.e (Chibok and Dapchi episodes) as a clear example.

Muhammad Yusuf, his father GwaniYusuf come from a town called Dagira Village of Niger republic from Mangawa tribe (a minority part of Kanuri) as a Qur'anic scholar and settled at Gashua, Jakusko Local Government Area, Yobe State - Nigeria. where he got married to the mother of Muhammad Yusuf. He later move to Ganzarma Village in Fune Local Government Area, Yobe State as the result tribal crises in Gashuwa town. Muhammad

Yusuf has never attend any Primary School neither Secondary or tertiary institution but he was brought up by his father Gwani Yusuf of whom Muhammad Yusuf inherited the hatred of western education from. He later learn some elementary Islamic books from some scholars in Maiduguri, among the books he completed are; Qawa'idi, Al-akhdhari, Ishmawi, Izziyya, Riyadhus - salihina, while, the book of Muwadda'IMilik, and Jalalaini are the uncompleted books. (Gwandu, 2009) cited in Albani .A. (2009). Muhammad Yusuf Boko Haram sect become radicalized and enjoined foreign collaboration especially with the Al-Qaeda in Islamic Maghreb (Abimbola and Adosote, 2012). The United Nations report was quoted to have linked Boko Haram with Al-Qaeda Islamic movement (AQIM) in the Magreb region (Nossiter, 2012). According to the report, some of the AQIM members from Nigeria and chad had received training in Al- Qaeda camps in Mali during the summer of 2011. In 2006, Al-Qaeda was reported to be moving its activities to Africa.

SOME PERCEIVED CAUSES OF THE BOKO HARAM INSURENCY IN NIGERIA

Several factors could be perceived as being responsible for the emergence and spread of the Boko haram Insurgency in Nigeria. According to Mahmud J. (2012), the following can be identified as the root causes of Boko Haram Insurgency:

- a **Religious Bigotry** - This is because of Lack of sound Islamic knowledge and positive perception on Islam which led them to the attitudes of show - off and lack of consciousness in Allah (God) the Almighty.
- b **Some Students Weaknesses in Western Education:-** As the result of mass failure of secondary school students in their final examination and a lot of school - drop outs, many youth answer the clarion call by accepting the offer of joining Boko Haram sect.
- c **Radical Perception of Some Half - Bake Scholars on Western Education:-** This is done as the result of inheritance of some misconceptions of thoughts on abstaining from accepting changes in their initial perception or beliefs, as the result of lack of positive sound Islamic knowledge and civilization.
- d **Effort of Some Enemies of the Northern Region Progress:-** education as the basic tool for every societal development, Northern Nigeria was known as the backward region in terms of western education, therefore, the enemies of the region's progress support such activities of

insurgency so as, to the region will continue in its backwardness educationally, politically, economically and otherwise.

- e **Government Carelessness:-** This implies that, upon all the security reports and recommendations on any movement or group as such, the Government tend to be slow in taking immediate action against such groups, until when it is beyond any immediate control.
- f **Property:-** This is one of the major trap used in capturing the minds of any unemployed youth and masses, hence, join any anti - government policies movement.

g **The Conspiracy of the Western World:-** especially United State of America and Europe. Chossudorsky (2016), cited the Former U.S. Secretary of States, Hillary Clinton, testifying that; ' Let's remember here.....the people we are fighting today we funded them twenty years ago.....let's go recruit these Mujahideen. And great, let them come from Saudi Arabia and other countries, importing their Wahabi brand Islam so that we can go beat the Soviet Union'. And before Hillary, it was Brzezinski who was supporting Al - Qaeda on behalf of the U.S. Government. Danner (2003) testifies that,' Infact, it is the United State created ISIS. Nothing like in existing before American occupation, we created it, it is ours and I will try to deal with the consequences. Ojukwu (2009) cited in Ghana (2009), '...sources revealed to our correspondents of Jerry Gana's bailing of Muhammad Yusuf following his November, 2008s arrest by the Nigerian Police Force (NPF)'. Therefore, the dilemma here represented in the following questions;

1. If Al-Qaeda was initially created by U.S. and Al-Qaeda is linked with Boko Haram, By implication, is it not the same formula is used in Nigeria ?
2. If Muhammad Yusuf and his group are terrorist, what is the relationship between some Christian icons like; Professor Jerry Gana and Muhammad Yusuf ?
3. If these episodes happened, what was the then Government doing in dealing with the scenario ? Gwamna (2011) also identified global politics and events as another major cause of Boko Haram insurgency. This includes the new wave of protests and violence in the Arab countries - Egypt, Tunisia, Libya, Yemen and the Syria. Other factors can be attributed to the Al-Qaeda link with the group (Isaacson, 2011).

UTILIZATION OF NON - FORMAL EDUCATION APPROACHES FOR CURTAILING BOKO HARAM INSURGENCY PHENOMENON IN NIGERIA.

According to Oxford Advanced Learner's Dictionary (9th Edition), Approach refers to; ' a way of dealing with somebody or something ; a way of doing or thinking about somebody or something such as, a problem or a task.'

Similarly, due to the flexibility nature of Non - Formal Education and the differences of the clientele's Occupations, Societal norms and values , as well as, their felt needs also differ, hence, led to the changes in the approaches and the strategies suitable for solving a given contemporary problem like the Boko Haram Insurgency Phenomenon in Nigeria. Therefore, for the sake of this Paper, the most suitable non - formal education approaches to be used are; Negotiation and Dialogue, Conscientization, Mediation, Sensitization, And Advocacy approach respectively.

Negotiation and Dialogue - Negotiation is another non - formal education strategy. Gaya Best (2006) defined negotiation as a structured process of dialogue between conflicting parties about issues in which their opinions differ. Oklahoma Bar Association (2012) noted that negotiation is a back-and - forth communication between different parties of conflict with the goal of trying to find a solution. In negotiation, both parties may negotiate directly between themselves or live an attorney to negotiate directly with the other side on one's behalf. In most successful negotiations, the needs of both parties are considered, especially in the case of Boko Haram Insurgency Phenomenon. A negotiated agreement can become a contract and be enforceable. Negotiation is the first method of choice for problem solving as noted by (Faniran&Akintayo, 2012) where both parties try to reach a mutually acceptable agreement. It is a direct process of dialogue and discussion taking place between at least two parties that are faced with a conflict situation. Both parties come to the realization that they have a problem, and both are aware that by talking to each other, they can find a solution to the problem. If negotiation fails, then a third party comes in. Since non - formal education is an education that fosters positive change, progress and peaceful existence in people, individuals and groups of people can help people to understand their world and free them from shackles of conflicts. Edoziem (1996) posited that education should be directed towards the development of the dignity, rights and fundamental freedoms, aimed at promoting understanding, tolerance, friendship among all people and all nations and must ensure the development of national and international communities. Adult education as a lifelong education process creates opportunities for people to live in harmony and avoid unnecessary grievance that can lead to conflicts. Therefore, the place of adult education in resolving conflicts in Nigeria cannot be over-emphasized. Dialogue is a process of finding solution to problems by mutual reasoning of all parties involved in a disagreement. In the community, there arises disagreements which needs to be addressed if the community must move forward. One way of handling disagreements and conflicts in community is dialogue. A dialogue is

discourse or negotiation between two or more persons or individual to create a better understanding of issues concerning them. Therefore, if reliable scholars and good citizens among community elders to lead the Negotiation and Dialogue between the two parties ie. The government and the Boko Haram representatives.

Conscientization: Conscientization is one of the methods used in resolving conflicts. Conscientization is an act of creating awareness to somebody on a particular issue either social or political. The word conscientization was invented by a Brazilian Adult educator called “Paulo Freire”. It is a term used to describe an approach in adult education. According to Freire (1972 as cited in Ani, 2003:118), “conscientization is the deepening of the attitude of awareness

characteristics of all emergence”. It is a “transformation of a learner from a passive being to an active, creative and critical one”. Conscientization which was Freire’s philosophy of education was based on the thought that no matter how ignorant a person may be, such a person should be able to look critically at his world (Ugwoegbu, 2003). Education generally is an instrument for transformation. Obiozor and Obidiegwu (2013) asserted that the major aim and responsibility of adult education is to help adults and youths adapt to change and live productively in the world of

change. Similarly, Akinpelu (as cited in Obiozor&Obidiegwu) noted that adult education aroused in a person the consciousness of self- knowledge and confidence in his ability to change his life for the better. Ani (2003) supported this view when he stated that adult education is education for change and adults can support the desire for change only when they are properly educated. Through education, adults could change their attitude towards working for peace and understand the consequences of conflict to any nation. Non - Formal education enables people to alter societal contradictions, improve relations and interactions and encourage changes in attitude in a way that can reduce the risk of conflict and help build a sustainable peace. It creates awareness on people to learn to live together and act as responsible citizens in local and global setting. Through Non - Formal education, men, women and youths are conscientize towards knowing their rights, being an active being as well as taken their destiny in their hands. There are three basic approaches in the application of conscientization in education namely: learning, values and power. Learning is defined as an approach, both to knowledge and to life that emphasizes human initiatives. It encompasses the acquisition and practice of new methodologies new skills, new attitudes and new values necessary to live in a world of change (Bonkin, 1979). Learning is viewed as the outcome of

series of activities which results in permanent change of behaviour. There are two kinds of learning namely; maintenance learning and innovative learning. The maintenance learning is the acquisition of fixed outlook, methods and rules for dealing with known and recurring situation and applied for problems solving and processing information. It is crystal clear that most of the concepts that feature in the definition of maintenance learning are conscientization prone and core to Insurgency and sustained peace in Nigeria.

Mediation: Miller (2003) defined mediation as the intervention of a third party in resolving conflict between two parties. United State Department of Health (2000) asserted that mediators are trained in communication and problem solving skills which they use to help parties make decisions on how to resolve their conflicts. According to them, mediators are not decision-makers or judges and have no personal interest in the substantive outcome of a case. They

use their expertise in communication and negotiation to help the parties make effective and informed decisions. There are three phases in mediation. These include; introductory phase, problem solving and closure. In introductory phase, the mediators help the parties to create a safe environment in which to discuss the case. Problem- solving stage is a situation where parties focus on issues of interest and ways for resolving the dispute. In this instance, both parties meet separately with the mediator to share confidences and fully consider options in private. The final stage is closure where both parties decide whether to resolve the conflict or not. Different people and individuals can serve as mediators to one another. In the same way, nations can mediate between other nations for peaceful co-existence around the globe. Adult education strategies lay emphasis on peace education. As counselors, adult and non – formal educators perform their functions acting as mediators in resolving conflict between individuals or groups. Through this process, peace talks are organized both locally and globally on the necessity for peace in families, communities and the nation in general, the Nigerian insurgency included.

Sensitization: According to Online Dictionary (2006), sensitization is defined as a process of making someone react to something that previously had no effect. It is an act of creating awareness or making somebody to be aware of something, especially a problem. Adult education as a discipline is concerned with creating opportunity for individuals to be aware of some burning issues confronting them. One of these burning issues is that of conflict. Through sensitization as an adult education strategy, individuals can be made aware of the need for tolerance and peaceful coexistence.

Adult and non- formal education aims at organizing a peace or conflict awareness programmes for people on how to handle conflict. Community sensitization and mobilization can be organized through community outreach where information on peace is disseminated to people either through interpersonal contact, mass and local media channels. In sensitizing communities, trusted authorities and community members can be engaged to disseminate information to create credibility to the programme. These trusted individuals may be teachers to act as educators in educating families, community leaders among others. Individuals may be sensitized through workshops, seminars, conferences etc. Posters or pictures on those affected by conflicts could serve as a means of creating awareness.

Advocacy for Peace: Advocacy is one of the method used in resolving conflict insurgency phenomenon included. Hornby (2006) defined advocacy as the giving of a public support to an idea, a course of action or belief. According to National Health and Disability Advocacy (2009), advocacy means to advocate for or defend how you feel about something by advancing a second view point. Advocacy may be in different forms such as self advocacy, which implies one standing up for oneself. That is, the person acting for himself or herself. In addition, peer advocacy takes place when the individual providing help has been through or is going through a similar experience. Similarly, statutory advocacy is where someone is appointed with legal responsibility to represent another, such as a welfare guardian among others (National Health and Disability Advocacy). For example in Nigeria, like in the case of statutory advocacy, a legal practitioner such as a lawyer can advocate for an individual in the court of law in settlement of a dispute. Through Adult education, individuals could form different advocacy groups towards the promotion of peace in the country. Adult educators could as well advocates for peace on behalf of others using propaganda. This can be done through organizing outreach programmes at the community levels to persuade people both old and young towards the promotion of peace in the country. From the grass root level to the state as well as federal level. In the other hand, According to Umaru and Shama (2013) peace refers to the absence of war or other hostilities and includes freedom from quarrels disagreement and strife. Every human settlement needs peace to move forward. Societies and communities only develop in the face of peace. When there is no peace in a community or country there is bound to be retrogression as against progress. Peace brings a state of harmony and cooperation and there will be no violence, conflict and fear. Every community seeks to maintain relative peace and come to a state of social equilibrium in

which new disputes are resolved without resulting to violence or war , as the insurgency phenomenon in Nigeria.

CONCLUSION

BokoHaram Insurgency refers to the struggle of some deviants religious fanatics to overthrow the existing government and establish an Islamic state in contrary to the real teaching of Islam. The sects' attacks led to the Nations under development and backwardness in all human endeavor, their emergence was as the result of a lot of causes that need to be curtailed utilizing Non - formal education approaches, hence, both the Government and the Nigerian Citizens will be free from the effect of Boko Haram Insurgency Phenomenon in Nigeria.

RECOMMENDATIONS

The following recommendations are put forward to curtail Boko Haram insurgencies in Nigeria:-

- ❖ Both the governmental and non-governmental institutions should incorporated non-formal education approaches as the basic element for curtailing Boko Haram insurgency phenomenon, by integrating in the school curriculum of all levels of Education.
- ❖ Government should establish Anti-insurgency Awareness Centres, that will be running Capacity Development Programme like; Seminars Workshops, Symposiums and Conferences for religious leaders and community stakeholders on peace and tolerance. Especially in the northern Nigeria.
- ❖ Government should championed the control of all borders of the Nigerian territory by re-enforcing all Security agents concerned, with all amenities needed to execute their duties, also the government should trace all source of fund of such insurgency related movements.
- ❖ Religious scholars and leaders should harmonize themselves in fighting insurgency through their preaching, sermons and write- ups on religious ethics and values.
- ❖ Governmental and non-governmental organizations should create more job opportunities especially, for the youths and other masses in the country.
- ❖ Both the Nigerian government and its citizen, should be conscious about the conspiracies of the western world on the developing or 3RD world countries, Nigeria included.
- ❖ Government should intergrateQur'anic school children because, Qur'anic schools are known to play historic roles in Muslims society as the cornerstone of their educational system up to present time, hence, this will be a commendable development for national wellbeing.
- ❖ Government should give consideration to religious scholars as a part of the nation builders and peacemakers but, if they are regarded as other civil workers and public servants.
- ❖ Government should provide commission that will regulate (unknown) preachers and scholars in the Nigerian societies, as the government established Hajj Commission in both National, State, and Local government levels in the country, to regulate hajj operations

that is done once in a year, but preaching and sermons are done on daily basis. Therefore, it deserved to be considered much better.

REFERENCES

- Albani A. Z. (2009), C.D Rome lecture: KarshenAlewaKasa held at; Markazus-salafiyya 47, Maje road, Tudun Wada Zaria, Kaduna State-Nigeria.
- Akinpelu, J. A. (1998): An introduction to philosophy of Education. Ibadan wemilorepress (Nig) Ltd.
- Ani, R.O. An introductory approach to the study of adult education. Onitsha: Ekurmax Company Ltd. 2003.
- Gaya Best, S. "The methods of conflict resolution and transformation". In S.Gaya Best (ed). Introduction to peace and conflict studies in West Africa. Geneva: University for Peace Publishers, pp. 93-115. 2006.
- Gwandu A. A. (2009), C.D Rome lecture: KarshenAlewaKasa held at; Markazus-salafiyya 47, Majeroad, Tudun Wada Zaria, Kaduna State-Nigeria
- Gwamna, D. J. (2011). Interrogating the Nexus of Religion and Terrorism in the Jos Crisis in Central Nigeria. *Insight: Journal of Religious Studies*, ed. E. M. Ehioghae. Vol.7, Dec. 2011. pp. 1-18.
- Halilu A. (2018). Fundamentals of philosophy of Adult And non-Formal Education P.6-8. Maigishiri Gabasawa press and ventures, kano - Nigeria.

- Hornby, A.S. "Concept of advocacy". Oxford advanced learner's dictionary of current English. Oxford: Oxford University Press. 2006.
- Mahmud J. A. (2009), Audio, Public Lecture: on HalaccinBoko a Musulunci (the permissibility of western education in Islam) in Maiduguri, Borno State-Nigeria. Mark Danner (2003), Vice News and the New york Review of Books.
- Michel chossudovsky (2016), Al – Qaeda will vote for Hillary , 8th November, 2016.
Mondialisation.ca
- Miller, C.A. "A glossary of term and conflicts in peace and conflict studies". Geneva: University for Peace Publishers. 2003.
- Modern Ghana (2009), Boko Haram: IBB, Governors of Borno and Gombe, Jerry Gana figured the crisis. 6th August, 2009.
- National Health and Disability Advocacy."Advocacy".Retrieved on 5th September, 2014 from <http://advocacy.hdc.org.nz/resources/models-ofadvocacy>.2009.
- Ngwu, P.N.C. (2006). Non-formal Education: concepts and practices. Enugu, Fulladu Publishing Company.
- Nzeneri I.S. (2006). *The concept and scope of adult and non-formal education in a adult and non-formal education in Nigeria*. Emerging issues proceeding of NNCAE. AnnualConference held in Ibadan27 Nov.- 1st Dec. 2005.
- Obiozor, W.E. and Obidiegwu, U.J. (eds.). Globalisation of adult education: Theories & strategies for instructors. Awka: Fab Anieh NigeriaLtd. 2013.
- Unicef (2010), Non-Formal Education in Nigeria, policy issues and practice.
- Umanru, C. and Shama T. (2013) literacy, peace and good governance: A paradigm for sustainable development. *Journal of literacy and reading* (14)(105-26.
- Ugwoegbu, I. T. Adult education: Principles and programme design Onitsha: Ekumax Company Ltd. 2003.
- U.S. Department of Health and Human Service."Mediation".Retrieved on 6th September, 2014 from[http://www.hhs.gov/dab/division/adr/mediation/](http://www.hhs.gov/dab/division/adr/mediation/process.htm) process.htm. 2000.